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ABSTRACT

A study was conducted at Westchester Community College in Valhalla, New York, to examine the impact of an integrated admissions and counseling program on student satisfaction, retention, and academic performance. Students participating in the program underwent a series of meetings with a counselor, including preadmission sessions, program planning, and post registration sessions. To develop an understanding of students' goals, aspirations, and academic potential, counselors reviewed students' applied curricula, transcripts, test scores, and recommendations. Drawing from Vincent Tinto's model of attrition, which attributes drop-out behavior to a longitudinal process of interactions between the student and members of academic and social systems of the institution, counselors encouraged students to introduce themselves to their faculty members, and to participate in both curricular and extracurricular activities. Participating students were then compared with a control group of newly enrolled students who did not participate in the program. Study results included the following: (1) at the close of the two semesters under study, survey questionnaires revealed no differences between the two groups with respect to satisfaction with faculty and the institution; (2) while first semester retention rates were not significantly different for the two groups, the counseled group showed significantly higher third-semester retention (88%) than the control group (68%); and (3) although the counseled group earned slightly higher grade point averages than the control group, these differences were not statistically significant. Data tables, a review of the literature, and a 30-item bibliography are included. (PAA)

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9.11 MANAGING ENROLLMENT FOR STUDENT SATISFACTION:
AN INTEGRATED ADMISSIONS AND COUNSELING PROCESS
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INTRODUCTION

ALOHA! MY NAME IS ALAN SEIDMAN, DIRECTOR OF ADMISSIONS AT WCC IN NEW YORK. WELCOME TO MY PRESENTATION ON ENROLLMENT MANAGEMENT ENTITLED "MANAGING ENROLLMENT FOR STUDENT SATISFACTION: AN INTEGRATED ADMISSIONS AND COUNSELING PROCESS." THIS IS THE SEVENTH OF SEVEN SESSIONS DEVOTED TO ENROLLMENT MANAGEMENT AND IS WORTH 5 CREDITS TOWARDS YOUR DEGREE OR CERTIFICATE FROM AACRAO UNIVERSITY. HOW MANY OF YOU ARE WORKING TOWARDS YOUR DEGREE OR CERTIFICATE? THAT'S GOOD, AND I HOPE YOU HAVE LEARNED A LOT FROM THE PRESENTATIONS YOU HAVE ALREADY ATTENDED. MY PRESENTATION IS A REPORT OF THE FINDINGS OF MY DOCTORAL DISSERTATION RESEARCH. I HOPE YOU WILL FIND IT INFORMATIVE AND INSTRUCTIVE.

PUT PURPOSE OVERHEAD ON SCREEN

THE PURPOSE OF MY STUDY WAS TO EVALUATE THE IMPACT ON STUDENT SATISFACTION WITH THE FACULTY AND THE INSTITUTION, RETENTION, AND ACADEMIC PERFORMANCE BY AN INTEGRATED ADMISSIONS AND COUNSELING PROCESS, AT WCC, A PUBLIC SUBURBAN COMMUNITY COLLEGE OF THE STATE UNIVERSITY OF NEW YORK (SUNY). OUR FALL 1990 SEMESTER CREDIT ENROLLMENT EXCEEDED 10,000 STUDENTS.

THE PROCESS CONSISTED OF BRINGING TOGETHER STUDENTS AND COUNSELORS IN A SERIES OF INTERACTIONS, PRIOR TO AND AFTER ENROLLMENT, WHICH WERE DESIGNED TO PROMOTE STUDENT-COLLEGE "FIT" AND THE INTEGRATION OF STUDENTS ACADEMICALLY AND SOCIALLY INTO THE INSTITUTION.

THROUGH A SERIES OF PLANNED ONGOING INTERACTIONS FROM THE MOMENT OF STUDENT EXPRESSED INTENT TO ATTEND THE INSTITUTION

THROUGH THE FIRST SEMESTER, THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS ENCOURAGED STUDENT AND FACULTY INTERACTION. KEY GOALS OF THE PROCESS WERE TO HELP THE STUDENT BECOME FAMILIAR WITH THE ETHOS OF THE INSTITUTION AND TO BE ABLE TO KNOW ABOUT AND FEEL COMFORTABLE USING VARIOUS ACADEMIC AND STUDENT SERVICES.

IT WAS EXPECTED THAT AFTER THE FALL AND SPRING SEMESTERS, THAT STUDENTS WHO WERE INVOLVED IN THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS WOULD:

1. EXPRESS HIGHER LEVELS OF SATISFACTION WITH THE FACULTY AND THE INSTITUTION,
2. DEMONSTRATE A HIGHER RETENTION RATE, AND
3. DEMONSTRATE HIGHER ACADEMIC PERFORMANCE AS MEASURED BY GRADE POINT AVERAGE (GPA),

THAN THOSE STUDENTS WHO DID NOT PARTICIPATE IN THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS.

PUT PRESENTATION OUTLINE ON SCREEN

THIS PRESENTATION WILL BE GIVEN IN FOUR SEGMENTS WHICH INCLUDE: A LITERATURE REVIEW OF RETENTION THAT WILL FOCUS ON; SOCIAL AND ACADEMIC INTEGRATION, STUDENT INSTITUTIONAL "FIT," ORIENTATION, STUDENT DEVELOPMENT, AND FACULTY STUDENT INTERACTION. I THINK YOU WILL SEE HOW IMPORTANT IT IS TO TRY TO TIE THESE AREAS TOGETHER. THEN, I WILL BRIEFLY DESCRIBE THE PROCESS AND HOW IT TIES IN WITH THE LITERATURE. I WILL THEN PRESENT THE RESULTS THE PROCESS HAD ON STUDENT SATISFACTION WITH THE FACULTY AND THE INSTITUTION, RETENTION AND ACADEMIC PERFORMANCE, AND FINALLY I WILL DISCUSS RECOMMENDATIONS. I HAVE

PASSED AROUND A PACKET OF INFORMATION WHICH INCLUDES A COPY OF THE STUDY PURPOSE, PRESENTATION OUTLINE, THE TINTO MODEL OF INSTITUTIONAL DEPARTURE, PROCESS FLOW CHART, STUDY RESULTS AND A REFERENCE LIST. MOST OF THE PACKET INFORMATION WILL BE PUT ON THE SCREEN.

ENROLLMENT MANAGEMENT HAS BEEN DRIVEN BY THE NEED OF INSTITUTIONS TO RECRUIT AND RETAIN STUDENTS. INDEED, RETAINING STUDENTS IS A SIGNIFICANT ISSUE FACING MOST INSTITUTIONS OF HIGHER EDUCATION ACROSS THIS COUNTRY. IT HAS GAINED TOP PRIORITY IN COLLEGES' SHORT- AND LONG-RANGE GOALS. SINCE COMPETITION FOR THE STEADILY DECLINING COHORT OF RECENT HIGH SCHOOL GRADUATES WILL CONTINUE TO INCREASE, INSTITUTIONS OF HIGHER EDUCATION FACE A VERY BIG CHALLENGE NOW AND IN THE YEARS AHEAD TO HOLD ONTO THE STUDENTS THEY RECRUIT (JONES, 1986; TINTO, 1987).

ATTRITION IS NOT ONLY A LOCAL AND STATE PROBLEM BUT A NATIONAL PROBLEM AS WELL. FOR STUDENTS ENROLLED IN PUBLIC TWO-YEAR INSTITUTIONS THE COMPLETION OF A TWO- OR FOUR-YEAR DEGREE CAN BE PROJECTED TO BE 46% WHILE 54% WILL DEPART THE EDUCATIONAL ENTERPRISE ALTOGETHER (TINTO, 1987, P. 19). FOR STUDENTS ENROLLED AT FOUR-YEAR INSTITUTIONS APPROXIMATELY 61% WILL EARN A DEGREE WHILE 39% WILL DEPART THE EDUCATIONAL ENTERPRISE ALTOGETHER (TINTO, 1987, P. 17). THINK ABOUT THAT FOR A MOMENT. 54% OF THOSE STUDENTS WHO BEGIN THEIR EDUCATION IN A COMMUNITY COLLEGE AND 39% OF THOSE WHO BEGIN THEIR EDUCATION IN A FOUR-YEAR INSTITUTION WILL NEVER COMPLETE ANY KIND OF DEGREE.

ATTRITION HAS IMPLICATIONS FOR ALL FACETS AND COMPONENTS OF THE COLLEGE: THE ADMISSIONS RECRUITMENT DEPARTMENT WHICH MUST FILL THE PLACES OF THOSE STUDENTS WHO HAVE LEFT; TEACHING FACULTY LOADS AND FACULTY JOB SECURITY; STAFF JOB SECURITY; FACILITY UTILIZATION; AND THE MISSION AND GOALS OF INSTITUTIONS IN MEETING THE NEEDS AND GOALS OF STUDENTS.

LITERATURE

RECENT STUDIES ON ATTRITION HAVE BEGUN TO MOVE AWAY FROM WHAT IS WRONG WITH THE STUDENT TO WHAT IS WRONG OR CAN BE DONE BY THE INSTITUTION TO HELP PERSISTENCE (ZERLING, 1980). WHAT HAS EMERGED FROM THESE STUDIES ARE SEVERAL VARIABLES WHICH HAVE A POSITIVE IMPACT ON RETENTION. THESE VARIABLES HAVE BEEN IDENTIFIED AS BEING ASSOCIATED WITH SUCH COLLEGE FUNCTIONS AS ADMISSIONS, ACADEMIC ADVISING AND ORIENTATION. THE VARIABLES WHICH IMPACT POSITIVELY ON RETENTION CAN BE GENERALLY CATEGORIZED AS: SOCIAL AND ACADEMIC INTEGRATION; STUDENT INSTITUTIONAL "FIT;" STUDENT DEVELOPMENT INCLUDING CAREER AND LIFE PLANNING AND COURSE PLACEMENT AND SELECTION, AND FACULTY STUDENT INTERACTION OUTSIDE OF THE FORMAL CLASSROOM (TINTO, 1975, 1987; PASCARELLA ET AL., 1986).

SOCIAL AND ACADEMIC INTEGRATION

FIRST LET US EXAMINE THE CONCEPT OF SOCIAL AND ACADEMIC INTEGRATION. THIS CONCEPT IS THE UNDERPINNING OF MY STUDY AND MOST OF THE CURRENT THINKING REGARDING THE CAUSES OF STUDENT DEPARTURE FROM HIGHER EDUCATIONAL INSTITUTIONS. A MODEL OF COLLEGE RETENTION WAS DEVELOPED BY VINCENT TINTO TO EXPLAIN

STUDENT LEAVING BEHAVIORS IN EDUCATIONAL INSTITUTIONS. THE TINTO MODEL ARGUES THAT INDIVIDUAL DEPARTURE FROM INSTITUTIONS CAN BE VIEWED AS ARISING OUT OF A LONGITUDINAL PROCESS OF INTERACTIONS BETWEEN AN INDIVIDUAL WITH GIVEN ATTRIBUTES, SKILLS, AND DISPOSITIONS (INTENTIONS AND COMMITMENTS) AND MEMBERS OF THE ACADEMIC AND SOCIAL SYSTEMS OF THE INSTITUTION (TINTO, 1987, P. 113).

PUT TINTO MODEL ON SCREEN

THE TINTO MODEL EXPANDED UPON SPADY'S (1971) MODEL WHICH STATED THAT PERSONAL ATTRIBUTES INTERACT WITH ENVIRONMENTAL INFLUENCES. THE INTERACTION GIVES THE STUDENT OPPORTUNITIES FOR SUCCESSFUL ASSIMILATION INTO THE SOCIAL AND ACADEMIC SYSTEMS OF AN INSTITUTION. A STUDENT'S DECISION TO EITHER REMAIN OR WITHDRAW IS INFLUENCED BY THE REWARDS FOUND WITHIN THESE SYSTEMS (SPADY, 1971; TERENCEZINI & PASCARELLA, 1977; BEAN, 1985).

TINTO (1987), IN EXPLAINING HIS MODEL STATES,
 . . .PERSISTENCE REQUIRES THAT INDIVIDUALS MAKE THE
 TRANSITION TO COLLEGE AND BECOME INCORPORATED INTO
 THE ONGOING SOCIAL AND INTELLECTUAL LIFE OF THE COLLEGE.
 A SIZABLE PROPORTION OF VERY EARLY INSTITUTIONAL DEPARTURES
 MIRRORS THE INABILITY OF NEW STUDENTS TO MAKE THE ADJUSTMENT
 TO THE NEW WORLD OF THE COLLEGE. BEYOND THE TRANSITION TO
 COLLEGE, PERSISTENCE ENTAILS THE INCORPORATION, THAT IS
 INTEGRATION, OF THE INDIVIDUAL AS A COMPETENT MEMBER
 IN THE SOCIAL AND INTELLECTUAL COMMUNITIES OF THE
 COLLEGE. (P. 126)

SINCE THE PUBLICATION OF THE TINTO MODEL IN 1975, THERE HAS BEEN A GROWING BODY OF RESEARCH THAT TENDS TO SUPPORT THE MODEL. PASCARELLA (1986) IN HIS PRESENTATION OF A PROGRAM THAT COLLEGES CAN USE TO DEVELOP RESEARCH AND POLICIES REGARDING ATTRITION HAS THIS OBSERVATION ABOUT THE TINTO MODEL:

TINTO'S (1975) MODEL HAS MADE A MAJOR THEORETICAL CONTRIBUTION TO AN UNDERSTANDING OF THE LONGITUDINAL PROCESS OF STUDENT PERSISTENCE OR WITHDRAWAL BEHAVIOR IN HIGHER EDUCATION. COLLECTIVELY, THE SUBSTANTIAL BODY OF EMPIRICAL EVIDENCE GENERATED BY THE TINTO MODEL HAS SUPPORTED THE NOTION OF PERSON-ENVIRONMENT FIT. (P. 100)

STUDENT INSTITUTIONAL "FIT"

SO IF YOU BUY INTO THE TINTO THEORY OF SOCIAL AND ACADEMIC INTEGRATION, JUST HOW CAN YOU BEGIN AND THEN SUSTAIN THE INTEGRATION PROCESS WITH STUDENTS? THE ABILITY OF THE STUDENT TO BECOME INTEGRATED INTO INSTITUTIONAL LIFE HAS BEEN SHOWN TO BE A KEY TO RETENTION. THE GREATER THE CONGRUENCE BETWEEN THE STUDENT'S VALUES, GOALS AND ATTITUDES AND THOSE OF THE COLLEGE, THE MORE LIKELY THAT THE STUDENT WILL PERSIST AT THE COLLEGE (TINTO, 1975, 1987; PASCARELLA ET AL., 1986).

RETENTION BEGINS THEN, WITH THE ADMISSIONS PROCESS. ADMISSIONS MATERIALS AND PERSONAL CONTACTS AND THE EXPECTATIONS THEY BUILD CAN PLAY A MAJOR ROLE IN A STUDENT'S ADJUSTMENT TO THE INSTITUTION (CHICKERING, 1974; LEACH, 1985). THEREFORE,

INFORMATION PROVIDED TO STUDENTS MUST BE REALISTIC OR STUDENTS ARE GOING TO BE FRUSTRATED BY THE LACK OF CONGRUENCE BETWEEN THEMSELVES AND THE INSTITUTION (NOEL, 1976).

CREAMER (1980) ALSO BELIEVES THAT RETENTION BEGINS WITH RECRUITMENT. HE SAYS THAT IF THE WRONG STUDENTS ARE ADMITTED, IT MAY BE IMPOSSIBLE TO HOLD THEM. HE GOES SO FAR AS TO SAY THAT, IT MAY BE UNETHICAL TO RECRUIT STUDENTS WITH CHARACTERISTICS DISSIMILAR TO THOSE OF STUDENTS WHO PERSIST IN AN ENVIRONMENT OR WHOSE ATTITUDES AND GOALS DO NOT "FIT" THE INSTITUTION. (P. 12)

THEREFORE, IT IS IMPORTANT TO RECRUIT AND ADMIT THOSE STUDENTS WHOSE PERSONAL AND ACADEMIC CHARACTERISTICS ARE SIMILAR TO THOSE OF THE INSTITUTION. THIS CAN BE IN CONFLICT WITH SOME COLLEGE PRESIDENTS WHO COMMUNICATE TO THE ADMISSIONS OFFICER TO RECRUIT AND ENROLL AS MANY STUDENTS AS POSSIBLE REGARDLESS OF BACKGROUND TO KEEP REVENUES SOLID.

ORIENTATION

SO, IF A STUDENT HAS MADE THE DECISION TO ATTEND YOUR INSTITUTION, HOPEFULLY BECAUSE OF THE BEST "FIT" CONCEPT, THE INTEGRATION PROCESS NEEDS TO BE CONTINUED EITHER BEFORE OR JUST AFTER ENROLLMENT. THIS IS IMPORTANT BECAUSE STUDENTS FORM PIVOTAL IMPRESSIONS ABOUT THE INSTITUTION DURING THE FIRST WEEKS OF THE FRESHMAN YEAR (PETERS, 1988). ORIENTATION PROGRAMS CAN PLAY A VERY IMPORTANT ROLE IN HELPING TO INTEGRATE STUDENTS INTO THE INSTITUTION.

IN FACT, COMMUNITY COLLEGES ARE PARTICULARLY INTERESTED IN MAKING ORIENTATION MORE MEANINGFUL TO STUDENTS SINCE THEY COME TO THE INSTITUTION WITH UNIQUE NEEDS. DEALING WITH ADJUSTMENT ISSUES DURING ORIENTATION CAN PREVENT THEM FROM BECOMING PROBLEMS LATER ON (GREEN, 1987).

ERNEST BOYER (1987) UNDERSCORES THE NEED FOR ORIENTATION PROGRAMS FOR STUDENTS. HE STATES THAT:

THERE IS NO SIMPLE RESPONSE TO THE CHALLENGE OF ORIENTING NEW STUDENTS TO THE CAMPUS. SOME ARE LESS SECURE AND NEED TO FEEL PART OF A GROUP; OTHERS PREFER TO MAKE IT ON THEIR OWN. STILL, WE ARE CONVINCED THAT COLLEGES SHOULD BE AS COMMITTED AND CREATIVE IN HELPING STUDENTS ADJUST TO COLLEGE LIFE AS THEY ARE IN GETTING THEM TO THE CAMPUS IN THE FIRST PLACE. (P. 46)

STUDENT DEVELOPMENT

STUDENT DEVELOPMENT CAN ALSO SERVE TO INTEGRATE STUDENTS INTO INSTITUTIONAL LIFE. ACADEMIC ADVISING, WHICH INCLUDES CAREER AND LIFE PLANNING, AND COURSE PLACEMENT AND SELECTION, IS SEEN AS AN IMPORTANT FUNCTION THAT ENABLES STUDENTS ALSO TO BECOME FAMILIAR AND COMFORTABLE WITH THEIR COLLEGE ENVIRONMENT (TERENZINI & WRIGHT, 1987; BOYER, 1987).

BEAN AND METZNER (1985), IN THEIR REVIEW OF THE LITERATURE ON ACADEMIC ADVISING, POINT OUT THAT MANY STUDIES OF COMMUTER STUDENT ATTRITION INDICATED THAT IMPROVED ADVISING SERVICES WOULD HAVE HELPED STUDENTS TO REMAIN IN COLLEGE. ALSO, BRIGMAN AND

OTHERS (1982) IN THEIR STUDY OF STUDENT WITHDRAWAL FROM A UNIVERSITY AFTER SUCCESSFULLY COMPLETING TWO YEARS, FOUND THAT "LACK OF COMMITMENT TO A CLEARLY DEFINED CAREER GOAL SEEMED TO BE RELATED TO VOLUNTARY WITHDRAWAL" (P. 6).

SOME OF THE BENEFITS CROCKETT (1984) STATES STUDENTS DERIVE FROM EFFECTIVE ACADEMIC ADVISING INCLUDE: ATTAINMENT OF THEIR EDUCATIONAL AND CAREER OBJECTIVES; ACHIEVEMENT OF GPA'S (GRADE POINT AVERAGES) CONSISTENT WITH THEIR ABILITIES; GREATER LIKELIHOOD OF REMAINING IN SCHOOL; SATISFACTION WITH THE EDUCATIONAL PROCESS AND DEVELOPMENT OF A POSITIVE ATTITUDE TOWARD THE INSTITUTION; AND THE DEVELOPMENT OF A MEANINGFUL RELATIONSHIP WITH THE ADVISER (P. 193).

FACULTY STUDENT INTERACTION

MEANINGFUL CONTACTS WITH FACULTY IN A NON-ACADEMIC SETTING HAS ALSO BEEN SHOWN TO HAVE A POSITIVE IMPACT ON RETENTION (TINTO 1975, 1987; PETERS, 1988).

SINCE FACULTY MEMBERS ARE VIEWED AS ROLE MODELS TO STUDENTS, THEY HELP ACCULTURATE STUDENTS INTO THE WORLD OF IDEAS. STUDIES HAVE SHOWN THAT STUDENTS WHO HAD MORE FREQUENT INFORMAL CONTACT WITH FACULTY THAN THEIR PEERS, WERE MORE LIKELY TO REPORT GREATER PROGRESS IN THE DEVELOPMENT OF ACADEMIC SKILLS, CLEARER IDEA OF CAREER GOALS, AND POSITIVE ATTITUDES TOWARD THE COLLEGE EXPERIENCE (TERENZINI & PASCARELLA, 1980).

JONES (1986) GOES ONE STEP FURTHER. NOT ONLY DOES HE BELIEVE THAT CONTACT WITH FACULTY IS IMPORTANT, BUT ALSO PERSONAL CONTACT BETWEEN CAMPUS EMPLOYEES AND STUDENTS. HE STATES,

EXPERIENCE INDICATES THAT HELPING THE HIGH-RISK STUDENT ESTABLISH A LINKAGE WITH THE COLLEGE THROUGH EITHER A PERSONAL RELATIONSHIP WITH A STAFF MEMBER, INVOLVEMENT IN CAMPUS ORGANIZATIONS. . . APPEARS TO BE THE SINGLE-MOST EFFECTIVE MEANS OF REDUCING ATTRITION. (P. 17)

LITERATURE SUMMARY

COLLEGE PROGRAMS WHICH PROMOTE STUDENT INSTITUTIONAL "FIT" FROM THE BEGINNING AND PROGRAMS WHICH PROMOTE STUDENT DEVELOPMENT AND INVOLVEMENT IN THE INSTITUTION, SHOULD PRODUCE SATISFIED STUDENTS. THESE SATISFIED STUDENTS IN TURN SHOULD ACHIEVE THEIR ACADEMIC AND PERSONAL GOALS MORE FULLY THAN THOSE STUDENTS WHO ARE NOT SATISFIED WITH THE INSTITUTION OR ITS ENVIRONMENT. THE PROCESS THAT I DEVELOPED AND STUDIED, ATTEMPTED TO INTEGRATE THE ADMISSIONS AND COUNSELING PROCESS OF THE COLLEGE IN AN ATTEMPT TO MATCH THE STUDENT WITH THE INSTITUTION, THE BEST "FIT" CONCEPT, AND THEN TO INTEGRATE HIM OR HER ACADEMICALLY AND SOCIALLY INTO THE INSTITUTION.

THE PROCESS

PUT PROCESS OVERHEAD ON SCREEN

NOW I WOULD LIKE TO DESCRIBE THE PROCESS. FIRST, THE COUNSELORS WHO PARTICIPATED IN THE STUDY, 4 OF 12, REVIEWED STUDY GROUP MEMBERS' CREDENTIALS; THEIR APPLIED CURRICULUM, TRANSCRIPTS, TEST SCORES, RECOMMENDATIONS, ETC. TO GET A SENSE OF THE STUDENTS GOALS, ASPIRATIONS, AND ACADEMIC ACHIEVEMENT LEVELS.

INCIDENTLY, EACH COUNSELOR WHO PARTICIPATED IN THE STUDY WAS GIVEN AN OUTLINE OF THE PREADMISSION, PROGRAM PLANNING, AND POST REGISTRATION COUNSELING SESSIONS, THAT I WILL BRIEFLY DESCRIBE, WHICH CONTAINED THE SPECIFIC POINTS THEY WERE TO COVER WITH EACH STUDY GROUP MEMBER. A THOROUGH REVIEW OF EACH OUTLINE AS WELL AS THE COUNSELORS' ROLE AND RESPONSIBILITIES FOR THE PURPOSE OF THE STUDY WERE DISCUSSED.

SECOND, THE STUDENT WAS INVITED TO THE COLLEGE TO MEET WITH THE COUNSELOR FOR A PREADMISSIONS COUNSELING SESSION. DURING THIS SESSION, COLLEGE PROGRAMS WERE REVIEWED IN LIGHT OF THE STUDENT'S PRIOR ACADEMIC BACKGROUND, EXPRESSED INTERESTS, CAREER GOALS, AND ACADEMIC AND PERSONAL NEEDS. THE INTENT OF THIS SESSION WAS TO CAUSE THE STUDENT TO SERIOUSLY QUESTION, ANALYZE, AND TO PONDER THE APPROPRIATENESS OF THE "FIT" WITH THE STUDENT'S EXPRESSED GOALS AND OBJECTIVES OF COLLEGE ATTENDANCE.

AT THE CONCLUSION OF THE PREADMISSIONS SESSION, EACH STUDENT WAS GIVEN A FORM TO COMPLETE AND MAIL TO THE COLLEGE INDICATING HIS OR HER INTENTION TO SEEK ADMITTANCE TO THE COLLEGE OR TO ATTEND ANOTHER, MORE APPROPRIATE INSTITUTION.

THIRD, THOSE STUDENTS WHO ELECTED TO COME TO THE COLLEGE WERE SENT AN ACCEPTANCE LETTER ADMITTING THEM TO THE COLLEGE. AN APPOINTMENT WITH THE SAME COUNSELOR THAT HE OR SHE SAW AT THE PREADMISSIONS SESSION WAS SCHEDULED. PRIOR TO THE CAREER AND PROGRAM PLANNING SESSION, THE STUDENT TOOK AN ENGLISH AND MATH PLACEMENT TEST, THE ACT ASSET, IN THE COLLEGE ASSESSMENT CENTER. SOME STUDENTS WERE EXEMPT FROM PLACEMENT TESTING BASED ON THEIR

GRADES AND/OR SAT SCORES. THE TEST WAS SCORED WHILE THE STUDENT WAITED SO HE OR SHE COULD BRING THE RESULTS TO THE CAREER AND PROGRAM PLANNING SESSION.

THE CAREER AND PROGRAM PLANNING SESSION CONSISTED OF A NUMBER OF STRATEGIES. SINCE THE STUDENT JUST COMPLETED AN ENGLISH AND MATH PLACEMENT TEST, THE INFORMATION WAS AVAILABLE FOR THE COUNSELOR TO CONSTRUCT A FIRST SEMESTER ACADEMIC PROGRAM UTILIZING THE STUDENT'S PREVIOUSLY STATED CAREER GOALS AND ASPIRATIONS, ACADEMIC HISTORY AND ACADEMIC POTENTIAL AS REFLECTED IN THE ENGLISH AND MATH PLACEMENT SCORES. THE STUDENT'S FIRST SEMESTER PROGRAM WAS DEVELOPED. NEXT, THE STUDENT WAS COUNSELED ON HOW TO MAXIMIZE THE COLLEGE EXPERIENCE. ACADEMIC INTEGRATION TECHNIQUES WERE DISCUSSED. THE STUDENT WAS COUNSELED AND ENCOURAGED TO INTRODUCE HIM- OR HERSELF TO PROFESSORS, ASK QUESTIONS IN CLASS, KNOW PROFESSORS' OFFICE HOURS, TALK TO PROFESSORS OUT OF CLASS, AND, WHEN NECESSARY, TO USE THE NUMEROUS ACADEMIC SUPPORT SERVICES THAT ARE AVAILABLE TO STUDENTS.

SOCIAL INTEGRATION TECHNIQUES ALSO WERE DISCUSSED; NAMELY, THE IMPORTANCE OF INVOLVEMENT IN CURRICULAR ACTIVITIES WITH OTHER STUDENTS AS WELL AS INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES. THE GOAL WAS TO HAVE THE STUDENT BECOME INVOLVED WITH CAMPUS LIFE OUTSIDE THE CLASSROOM ENVIRONMENT AS EARLY AS POSSIBLE. THE STUDENT WAS ALSO GIVEN COLLEGE BROCHURES FOR REINFORCEMENT. A POST ENROLLMENT SESSION WAS ALSO SCHEDULED AT THIS TIME.

ONCE CLASSES HAD STARTED, THE COUNSELOR CONTACTED THE STUDENT VIA LETTER TO REAFFIRM THE PENDING APPOINTMENT DURING THE

FIRST MONTH OF CLASSES. DURING THIS SESSION THE COUNSELOR AND THE STUDENT DISCUSSED THE STUDENT'S PROGRESS TOWARD COLLEGE ADJUSTMENT.

REVIEWING THE STUDENTS PROGRESS ENABLED THE COUNSELOR TO JUDGE STUDENT INVOLVEMENT AND ADJUSTMENT TO THE ACADEMIC AND SOCIAL SYSTEMS OF THE COLLEGE TO DATE AND TO COUNSEL AND GUIDE THE STUDENT TO TAKE ADVANTAGE OF ANY AND ALL ACADEMIC AND NON-ACADEMIC SUPPORT SERVICES. A SECOND COUNSELING SESSION WAS ALSO SCHEDULED AT THIS MEETING.

THE COUNSELOR CONTACTED THE STUDENT VIA LETTER TO REAFFIRM THE PENDING APPOINTMENT BETWEEN THE TENTH AND TWELFTH WEEKS OF THE FALL SEMESTER TO REMIND HIM OR HER OF THE NEXT APPOINTMENT. DURING THIS SESSION THE COUNSELOR REVIEWED THE STUDENT'S SEMESTER PROGRESS AND BEGAN TO PLAN FOR THE UPCOMING SPRING SEMESTER.

CONTROL GROUP TREATMENT

THE CONTROL GROUP FOLLOWED REGULAR THE COLLEGE PROCEDURES OF ACCEPTANCE TO THE COLLEGE AND PROGRAM PLANNING.

SO, THE TREATMENT RECEIVED BY THE STUDY GROUP WAS TO MATCH THE STUDENT WITH THE COLLEGE, BEST "FIT" CONCEPT, AND ONCE THE DECISION WAS MADE TO ATTEND WCC, TO BEGIN TO ATTEMPT TO ACADEMICALLY AND SOCIALLY INTEGRATE THE STUDENT INTO THE INSTITUTION. WITH THIS IN MIND, LET US NOW LOOK AT THE RESULTS.

RESULTS

SATISFACTION WITH THE FACULTY AND THE INSTITUTION

PUT FACULTY AND INSTITUTION SATISFACTION ON SCREEN

THE FIRST RESEARCH QUESTION SOUGHT TO DETERMINE WHETHER THE STUDY GROUP WOULD EXHIBIT HIGHER LEVELS OF SATISFACTION WITH THE FACULTY AND THE INSTITUTION THAN THE CONTROL GROUP AFTER THE FALL AND SPRING SEMESTERS.

A QUESTIONNAIRE WAS DEVELOPED TO INVESTIGATE THIS QUESTION. OPERATIONALLY, SATISFACTION WAS DEFINED AS DEGREE OF AGREEMENT WITH POSITIVE STATEMENTS ABOUT THE FACULTY AND THE INSTITUTION. THE QUESTIONNAIRE WAS BASED ON LIKERT SCALE-TYPE ITEMS.

A T-TEST WAS USED TO DETERMINE IF THERE WAS A SIGNIFICANT DIFFERENCE IN THE MEAN FACULTY AND INSTITUTIONAL SATISFACTION SCORES BETWEEN THE STUDY AND CONTROL GROUPS FOR THE FALL SEMESTER. FOR FACULTY SATISFACTION SCORES, ANALYSIS OF THE DATA YIELDED A T VALUE WHICH WAS NOT SIGNIFICANT. THE SAME LACK OF SIGNIFICANT DIFFERENCE WAS OBTAINED FOR THE MEANS OF THE FACULTY SUBGROUPS: FACULTY AVAILABILITY, FACULTY COMPETENCY AND FACULTY CARING.

FOR INSTITUTIONAL SATISFACTION SCORES, ANALYSIS OF THE DATA YIELDED A T VALUE WHICH WAS NOT SIGNIFICANT. THE SAME LACK OF SIGNIFICANT DIFFERENCE WAS OBTAINED FOR THE MEANS OF THE INSTITUTION SUBGROUPS: ACTIVITY AVAILABILITY, STUDENT SERVICES AND THE INSTITUTION.

FOR THE SPRING SEMESTER, ANALYSIS OF THE DATA YIELDED A T VALUE WHICH WAS NOT SIGNIFICANT FOR FACULTY SATISFACTION. THE SAME LACK OF SIGNIFICANT DIFFERENCE WAS OBTAINED FOR THE MEANS OF THE FACULTY SUBGROUPS: FACULTY AVAILABILITY, FACULTY COMPETENCY AND FACULTY CARING.

FOR INSTITUTIONAL SATISFACTION, ANALYSIS OF THE DATA YIELDED A T VALUE WHICH WAS NOT SIGNIFICANT BETWEEN THE TWO GROUPS. THE SAME LACK OF SIGNIFICANT DIFFERENCE WAS OBTAINED FOR THE MEANS OF TWO OF THE INSTITUTIONAL SUBGROUPS: ACTIVITY AVAILABILITY, AND STUDENT SERVICES. FOR THE INSTITUTION SUBGROUP, THE T VALUE WAS STATISTICALLY SIGNIFICANT.

STUDENT RETENTION

PUT SEMESTER REGISTRATION BY GROUP ON SCREEN

THE SECOND RESEARCH QUESTION SOUGHT TO DETERMINE WHETHER THE STUDY GROUP WOULD EXHIBIT A HIGHER RETENTION RATE THAN THE CONTROL GROUP AFTER THE FALL AND SPRING SEMESTERS.

ANALYSIS OF THE DATA DID NOT YIELD A SIGNIFICANT RESULT FOR THE SPRING SEMESTER REGISTRATION ALTHOUGH THE STUDY GROUP DID REGISTER AT A SLIGHTLY HIGHER RATE, 87% VS. 85%.

HOWEVER, FOR THE FOLLOWING FALL SEMESTER, ANALYSIS OF THE DATA YIELDED A SIGNIFICANT RESULT. EIGHTY-EIGHT PERCENT OF THE EXPERIMENTAL GROUP VERSUS 68 PERCENT OF THE CONTROL GROUP, A 20 PERCENT DIFFERENCE, REGISTERED FOR THE THIRD, FALL SEMESTER.

ACADEMIC PERFORMANCE

PUT FALL ACADEMIC PERFORMANCE ON SCREEN

THE THIRD RESEARCH QUESTION SOUGHT TO DETERMINE WHETHER THE STUDY GROUP WOULD EXHIBIT HIGHER ACADEMIC PERFORMANCE AS MEASURED BY GRADE POINT AVERAGE (GPA) THAN THE CONTROL GROUP AFTER THE FALL AND SPRING SEMESTERS.

AFTER THE FALL SEMESTER, ANALYSIS OF THE DATA YIELDED NO SIGNIFICANT DIFFERENCE BETWEEN THE TWO GROUPS, ALTHOUGH THE STUDY GROUP DID EARN A HIGHER GPA, 2.17 VS. 2.04.

PUT SPRING ACADEMIC PERFORMANCE ON SCREEN

AFTER THE SPRING SEMESTER, ANALYSIS OF THE DATA YIELDED NO SIGNIFICANT DIFFERENCE BETWEEN THE TWO GROUPS, ALTHOUGH AGAIN, THE STUDY GROUP DID EARN A SLIGHTLY HIGHER GPA, 2.15 VS 2.13.

CONCLUSIONS/RECOMMENDATIONS

NOW, WHAT DOES ALL OF THIS MEAN AND WHAT CONCLUSIONS CAN BE DRAWN FROM THE DATA? THE PRIMARY OBJECTIVES OF THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS AT WCC, WERE TO ESTABLISH A BETTER STUDENT-COLLEGE "FIT" AND TO ENHANCE THE SOCIAL AND ACADEMIC INTEGRATION OF THE STUDENT INTO COLLEGE LIFE BY COUNSELING THE STUDENT ON MAKING THE RIGHT DECISIONS AND ON MAXIMIZING THE COLLEGE EXPERIENCE.

THIS STUDY WAS BASED UPON SOME IMPORTANT PREMISES, NAMELY: THAT BY MATCHING THE STUDENTS' GOALS AND ASPIRATIONS WITH A COLLEGE WHICH COULD BEST MEET THEIR NEEDS (BEST "FIT" NOTION), AND THAT PROVIDING AN INTERVENTION PROCESS INTENDED TO ENHANCE THE STUDENTS' ABILITY TO BECOME SOCIALLY AND ACADEMICALLY INTEGRATED INTO INSTITUTIONAL LIFE OF THE COLLEGE, STUDENT SATISFACTION WITH THE FACULTY AND THE INSTITUTION, RETENTION RATES, AND ACADEMIC ACHIEVEMENT WOULD BE ENHANCED.

THE FINDINGS INDICATE THAT THE STUDY GROUP MEMBERS WERE BECOMING INTEGRATED INTO INSTITUTIONAL LIFE AT A SLIGHTLY HIGHER DEGREE THAN THE CONTROL GROUP MEMBERS. THIS TAKES ON GREATER

IMPORTANCE SINCE THE COLLEGE IS A COMMUTER INSTITUTION. THE LITERATURE INDICATES THAT STUDENTS WHO ATTEND COLLEGES THAT ARE PRIMARILY COMMUTER INSTITUTIONS DO NOT BECOME INTEGRATED INTO THE INSTITUTIONAL LIFE OF THE COLLEGE TO THE DEGREE THAT STUDENTS WHO ATTEND RESIDENTIAL INSTITUTIONS BECOME INTEGRATED (PASCARELLA & CHAPMAN, 1983).

DURING THE SPRING SEMESTER THE STUDY GROUP MEMBERS REREGISTERED AT A SLIGHTLY HIGHER RATE THAN THE CONTROL GROUP, 87 PERCENT AS OPPOSED TO 85 PERCENT, AND BY THE THIRD, FALL SEMESTER, THE PERSISTENCE RATE OF THE STUDY GROUP WAS SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP, 88 PERCENT AS OPPOSED TO 68 PERCENT. THESE RESULTS ARE CONSISTENT WITH THE LITERATURE THAT POINTS OUT THAT EFFECTIVE ACADEMIC ADVISING PROGRAMS TEND TO PROMOTE RETENTION (CROCKETT, 1984; BEAN & METZNER, 1985). IT WOULD APPEAR THAT THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS DID HAVE A QUANTITATIVE INFLUENCE ON THE PERSISTENCE OF STUDENTS IN THE LONG RUN.

THERE ARE SOME REASONS WHICH MAY POSSIBLY EXPLAIN WHY STUDY GROUP MEMBERS DID NOT DEMONSTRATE A GREATER DIFFERENCE IN THEIR OVERALL LEVELS OF SATISFACTION WITH THE FACULTY AND THE INSTITUTION, OR HIGHER LEVELS OF ACADEMIC ACHIEVEMENT THAN THE CONTROL GROUP. THE TREATMENT GIVEN TO THE STUDY GROUP MAY NOT HAVE BEEN POWERFUL ENOUGH TO EFFECT THE CHANGE. THE COUNSELING SESSIONS MAY HAVE FOCUSED ON TOO MANY AREAS AND PERHAPS SHOULD HAVE FOCUSED ON ONE OR TWO SPECIFIC ASPECTS ASSOCIATED WITH ACADEMIC AND SOCIAL INTEGRATION.

IT IS ALSO POSSIBLE THAT THERE WERE NOT ENOUGH SESSIONS DURING THE COURSE OF THE STUDY TO EFFECT CHANGE. PERHAPS FOUR OR MORE POST REGISTRATION COUNSELING SESSIONS DURING EACH SEMESTER, INSTEAD OF TWO DURING THE STUDENTS' FIRST SEMESTER, WOULD HAVE MADE FOR A MORE POWERFUL TREATMENT. PERHAPS GROUP SESSIONS WITH STUDY GROUP MEMBERS BETWEEN THE POST REGISTRATION COUNSELING SESSIONS WHICH FOCUSED ON SPECIFIC TOPIC AREAS SUCH AS UTILIZING VARIOUS ACADEMIC AND STUDENT SUPPORT SERVICES WOULD HAVE PROVIDED A MORE POWERFUL AND MEANINGFUL TREATMENT. NOT ONLY WOULD STUDENTS GET TO KNOW THEIR COUNSELOR AND COLLEGE SERVICES BETTER, BUT THEY ALSO WOULD HAVE HAD THE OPPORTUNITY TO INTERACT WITH EACH OTHER.

ALSO, EVEN THOUGH COUNSELORS WERE PREPARED FOR THEIR PARTICIPATION IN THIS STUDY, SOME VARIATION IN THE TREATMENT RECEIVED BY STUDY GROUP MEMBERS IS LIKELY.

THERE IS ALSO THE POSSIBILITY THAT CONTROL GROUP MEMBERS INDEPENDENTLY AVOIDED THEMSELVES OF SOME OF THE SERVICES AVAILABLE TO STUDY GROUP MEMBERS. IT WAS NOT POSSIBLE OR ETHICAL TO DENY ACCESS TO STUDENT SERVICES TO ANY PARTICULAR GROUP OF STUDENTS.

IN CONCLUSION, THIS RESEARCH SHOWS, THAT WHEN A COLLEGE PROVIDES STUDENTS WITH ADDITIONAL AND ENHANCED PREADMISSIONS COUNSELING SERVICES AS WELL AS POST ADMISSIONS ORIENTATION AND COUNSELING SERVICES THROUGH THEIR FIRST SEMESTER, THERE IS SOME EVIDENCE THAT IT PRODUCES POSITIVE RESULTS OVER MULTIPLE SEMESTERS. EARLY AND PERSISTENT INTERVENTION CAN MAKE A

DIFFERENCE. THE INTEGRATED ADMISSIONS AND COUNSELING PROCESS POSITIVELY AFFECTED STUDENTS' FEELINGS TOWARDS THE COLLEGE, STUDENT RETENTION RATES, AND ACADEMIC ACHIEVEMENT.

I HOPE MY PRESENTATION HAS BEEN THOUGHT PROVOKING AND HAVE GIVEN YOU SOME VALUABLE INFORMATION ON STUDENT RETENTION. DO YOU HAVE ANY QUESTIONS?

PURPOSE OF THE STUDY

**WHAT IS THE IMPACT OF AN INTEGRATED ADMISSIONS AND
COUNSELING PROCESS ON STUDENT**

*** SATISFACTION WITH THE FACULTY AND INSTITUTION**

*** RETENTION**

*** ACADEMIC PERFORMANCE**

PRESENTATION OUTLINE

LITERATURE REVIEW

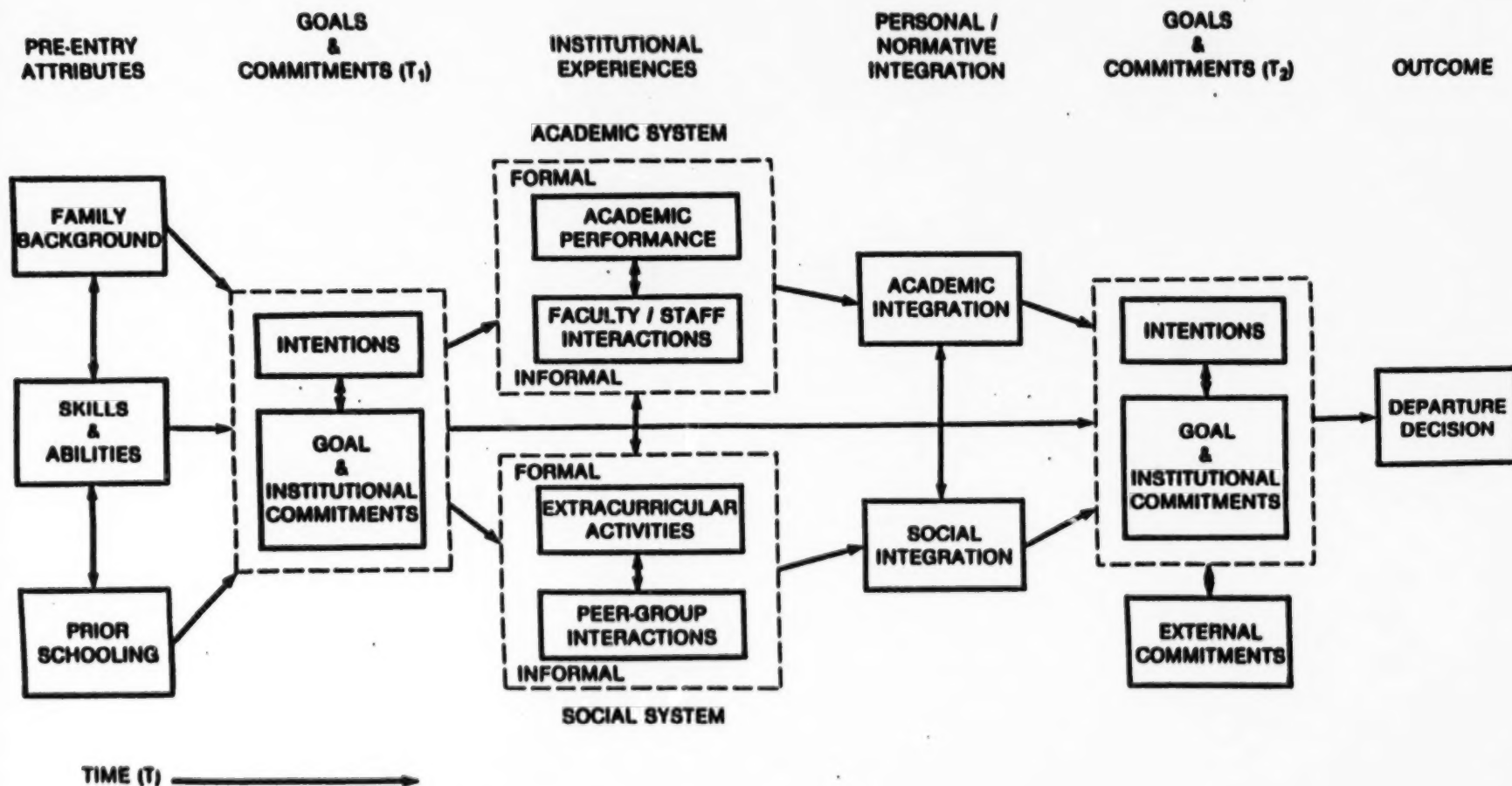
- * Social and Academic Integration
(Tinto Model)
- * Student Institutional "Fit"
- * Orientation
- * Student Development
(Career and Life Planning)

THE PROCESS

RESULTS

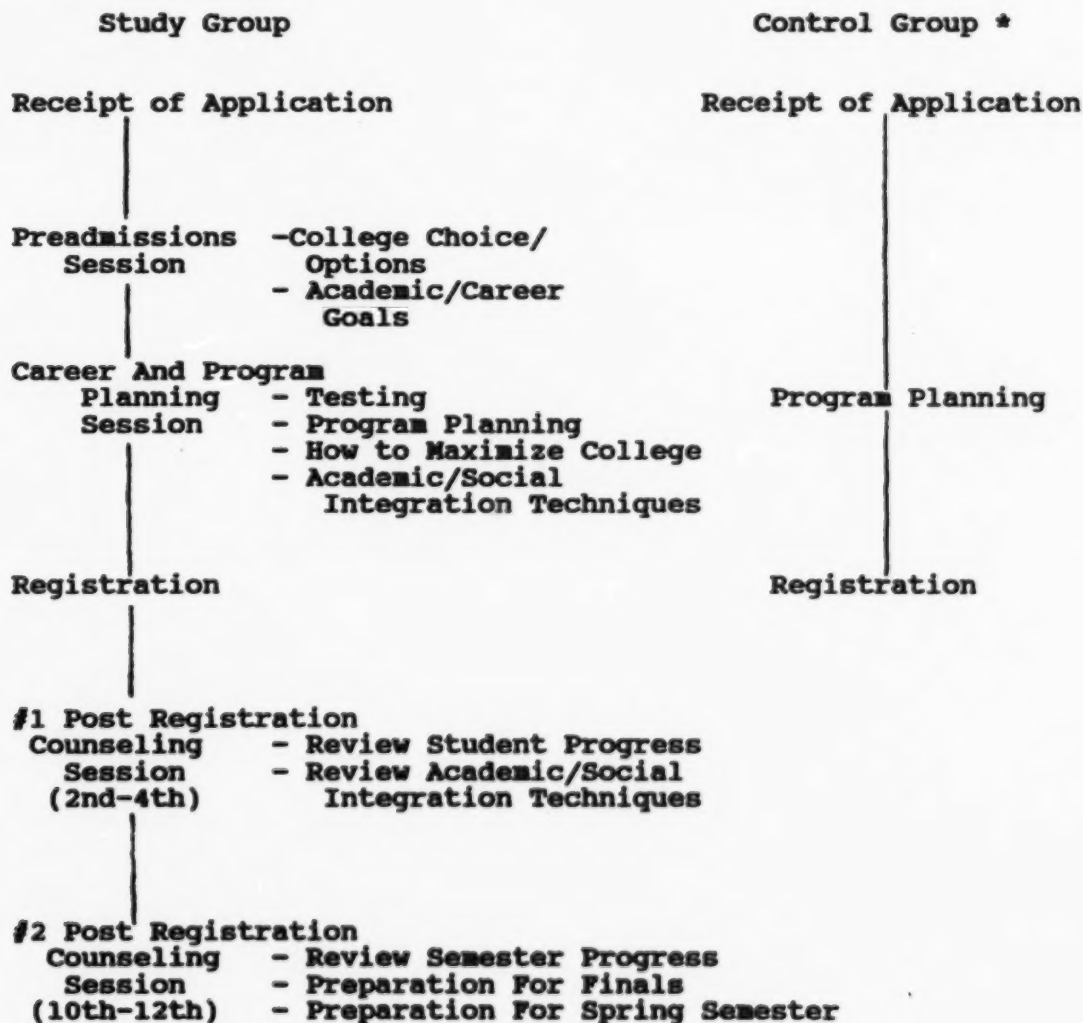
CONCLUSIONS/RECOMMENDATIONS

TINTO MODEL OF INSTITUTIONAL DEPARTURE



Process Experienced by the Study and Control Groups

This is an outline of the process experienced by the study and control groups.



* The procedures that the control group experienced is what every student who applies to and is admitted to the college normally receives.

FACULTY AND INSTITUTION SATISFACTION

FALL

	Study (N=116)	Control (N=109)			2-tailed Probability
	<u>Mean</u>	<u>Mean</u>	<u>Df</u>	<u>t-value</u>	
Faculty Total	48.56	49.06	223	.55	.58
Availability	15.54	15.48	223	.17	.86
Competency	26.52	27.07	223	1.12	.26
Caring	6.49	6.50	223	.06	.95
Institution Total	47.05	45.92	223	1.29	.19
Activities	17.28	16.72	223	1.47	.14
Student Service	18.17	17.95	223	.54	.59
Institution	11.59	11.24	223	1.03	.30

SPRING

	Study (N=87)	Control (N=80)			2-tailed Probability
	<u>Mean</u>	<u>Mean</u>	<u>Df</u>	<u>t-value</u>	
Faculty Total	50.12	49.91	165	.20	.84
Availability	15.90	15.72	165	.53	.59
Competency	27.19	27.21	165	.04	.97
Caring	7.02	6.97	165	.20	.84
Institution Total	47.55	47.35	165	.19	.84
Activities	17.28	17.17	165	.21	.83
Student Service	18.22	18.78	165	1.14	.25
Institution	12.04	11.39	165	2.01	.05*

*p<.05

SEMESTER REGISTRATION BY GROUP

(SPRING)

	Study	Control	Total
Registered Spring Semester	101 (87%)	93 (85%)	194 (86.2%)
Not Registered Spring Semester	15 (13%)	16 (15%)	31 (13.8%)
Total	116 (51.6%)	109 (48.4%)	225 (100%)

Chi-square .14

SEMESTER REGISTRATION BY GROUP

(FALL)

	Study	Control	Total
Registered Fall Semester	77 (88%)	54 (68%)	131 (78.0%)
Not Registered Fall Semester	10 (12%)	26 (32%)	36 (22.0%)
Total	87 (52.1%)	80 (47.9%)	167 (100%)

$p < .001$

Chi-square 9.76

FALL SEMESTER ACADEMIC PERFORMANCE

Credits Attempted, Credits Earned, GPA's Between Groups

I. Credits Attempted

	<u>Credits Attempted Mean</u>	<u>Credits Earned Mean</u>	<u>Df</u>	<u>t Value</u>	<u>2 tailed Probability</u>
Study (N=116)	12.40		222	.79	.42
Control (N=109)	12.72				

II. Credits Earned

Study (N=116)	10.41	222	.51	.61
Control (N=109)	10.11			

III. GPA's

	<u>GPA Mean</u>	<u>Df</u>	<u>t Value</u>	<u>2 tailed Probability</u>
Study (N=116)	2.17	222	1.05	.29
Control (N=109)	2.04			

SPRING SEMESTER ACADEMIC PERFORMANCE

Credits Attempted, Credits Earned, GPA's Between Groups

I. Credits Attempted

	<u>Credits Attempted Mean</u>	<u>Credits Earned Mean</u>	<u>Df</u>	<u>t Value</u>	<u>2-tailed Probability</u>
Study (N=87)	12.24		164	.61	.54
Control (N=80)	11.90				

II. Credits Earned

Study (N=87)	9.98	164	.31	.75
Control (N=80)	9.75			

III. GPA's

	<u>GPA Mean</u>	<u>Df</u>	<u>t Value</u>	<u>2-tailed Probability</u>
Study (N=87)	2.15	164	.13	.89
Control (N=80)	2.13			

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